



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 6

Test Date: March 2009
Code: 10571241
SAU: Falmouth School Department
School: Falmouth Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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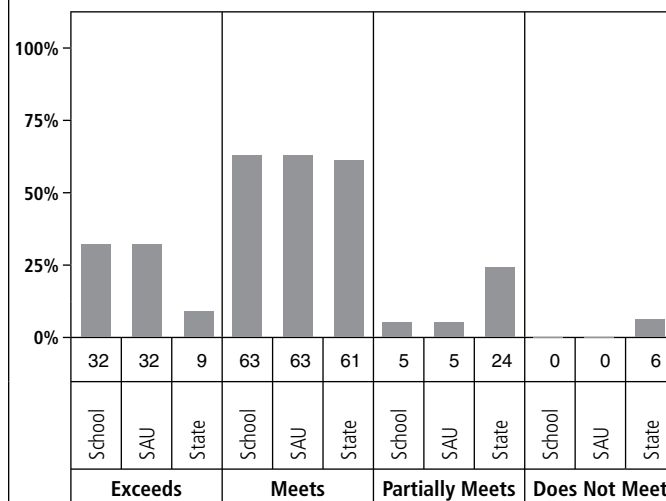
SUMMARY OF SCORES

Test Date: March 2009
Grade: 6
SAU: Falmouth School Department
School: Falmouth Middle School

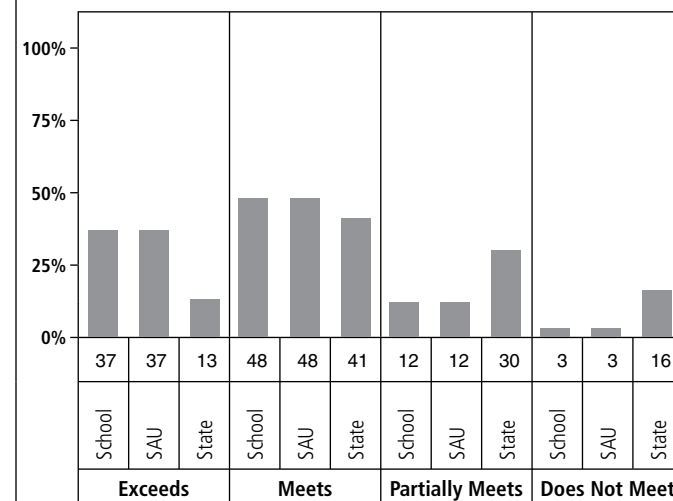
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	655	655	646
2007–2008	657	657	648
2008–2009	656	656	647
Cum. Avg.*	656	656	647
Mathematics			
2006–2007	658	658	643
2007–2008	655	655	642
2008–2009	656	656	643
Cum. Avg.*	656	656	643

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 6
SAU: Falmouth School Department
School: Falmouth Middle School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	174	100	175	100	14251	100	174	100	175	100	14150	99	174	100	175	100	14156	100						
Ethnicity African American/Black	2	1	2	1	421	3	2	100	2	100	412	98	2	100	2	100	415	99						
American Indian or Native Alaskan	0	0	0	0	128	1	0	0	0	0	127	99	0	0	0	0	128	100						
Asian or Pacific Islander	6	3	6	3	212	1	6	100	6	100	210	99	6	100	6	100	212	100						
Hispanic	1	1	1	1	181	1	1	100	1	100	177	98	1	100	1	100	178	99						
Caucasian/White	165	95	166	95	13309	93	165	100	166	100	13224	100	165	100	166	100	13223	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	18	10	19	11	2468	17	18	100	19	100	2423	99	18	100	19	100	2426	99						
Current LEP	1	1	1	1	341	2	1	100	1	100	330	97	1	100	1	100	338	99						
Economically disadvantaged	3	2	3	2	5780	41	3	100	3	100	5724	99	3	100	3	100	5725	99						
Migrant	0	0	0	0	4	0	0	0	0	0	4	100	0	0	0	0	4	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	163	94	163	93	11369	80	163	94	163	93	11373	80						
Identified disability (PET/IEP)	7	4	7	4	355	3	7	4	7	4	371	3						
LEP	1	1	1	1	167	1	1	1	1	1	170	1						
504 plan	3	2	3	2	172	2	3	2	3	2	175	2						
Participation with accommodations	11	6	12	7	2594	18	11	6	12	7	2605	18						
Identified disability (PET/IEP)	11	100	12	100	1881	73	11	100	12	100	1877	72						
LEP	0	0	0	0	155	6	0	0	0	0	161	6						
504 plan	0	0	0	0	74	3	0	0	0	0	71	3						
Other	0	0	0	0	519	20	0	0	0	0	532	20						
Participation through alternate assessment (PAAP)	0	0	0	0	187	1	0	0	0	0	178	1						
Identified disability (PET/IEP)	0	0	0	0	187	100	0	0	0	0	178	100						
LEP	0	0	0	0	8	4	0	0	0	0	7	4						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	0	0	26	0	0	0	0	0	25	0						
Non-participation – other	0	0	0	0	75	1	0	0	0	0	70	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 6
SAU: Falmouth School Department
School: Falmouth Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 662–680)	2006-2007	41	23	41	23	1132	8
	2007-2008	59	31	59	31	1817	13
	2008-2009	56	32	56	32	1309	9
	Cum. Total*	156	29	156	29	4258	10
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 642–660)	2006-2007	124	69	125	69	8127	57
	2007-2008	120	63	121	63	8072	57
	2008-2009	110	63	110	63	8564	61
	Cum. Total*	354	65	356	65	24763	59
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 630–640)	2006-2007	10	6	10	6	3549	25
	2007-2008	10	5	10	5	3194	23
	2008-2009	8	5	9	5	3291	24
	Cum. Total*	28	5	29	5	10034	24
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 600–628)	2006-2007	5	3	5	3	1478	10
	2007-2008	1	1	1	1	981	7
	2008-2009	0	0	0	0	799	6
	Cum. Total*	6	1	6	1	3258	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	41.0	73.2	40.9	73.0	33.8	60.4
A1/A2 Interconnected Elements/Literary Text	20	36	14.5	72.5	14.4	72.0	11.9	59.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	26.5	73.6	26.4	73.3	21.9	60.8

The MEA assesses students’ reading skills based on questions related to three types of reading passages: literary, informational, and persuasive. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 6
 SAU: Falmouth School Department
 School: Falmouth Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	174	56	32	110	63	8	5	0	0	656	175	32	63	5	0	656	13963	9	61	24	6	647
Ethnicity																						
African American/Black	2										2						403	5	46	34	15	641
American Indian or Native Alaskan	0										0						125	4	49	38	10	642
Asian or Pacific Islander	6	3	50	3	50	0	0	0	0	657	6	50	50	0	0	657	206	18	56	20	6	649
Hispanic	1										1						174	5	55	33	7	644
Caucasian/White	165	52	32	106	64	7	4	0	0	656	166	31	64	5	0	656	13055	9	62	23	5	647
Not Reported	0										0						0					
Identified disability																						
Yes	18	1	6	13	72	4	22	0	0	648	19	5	68	26	0	648	2236	1	30	48	22	637
No	156	55	35	97	62	4	3	0	0	657	156	35	62	3	0	657	11727	11	67	19	3	649
Current LEP																						
Yes	1										1						322	2	39	37	21	638
No	173	56	32	109	63	8	5	0	0	656	174	32	63	5	0	656	13641	10	62	23	5	647
Economically disadvantaged																						
Yes	3										3						5617	4	54	33	9	643
No	171	56	33	107	63	8	5	0	0	657	172	33	62	5	0	656	8346	13	66	17	3	650
Migrant																						
Yes	0										0						4					
No	174	56	32	110	63	8	5	0	0	656	175	32	63	5	0	656	13959	9	61	24	6	647
Gender																						
Female	89	36	40	50	56	3	3	0	0	658	89	40	56	3	0	658	6743	13	63	20	4	649
Male	85	20	24	60	71	5	6	0	0	655	86	23	70	7	0	655	7220	6	60	27	7	645
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1408	4	41	43	12	641
No	174	56	32	110	63	8	5	0	0	656	175	32	63	5	0	656	12555	10	64	21	5	648
Gifted/talented program																						
Yes	6	5	83	1	17	0	0	0	0	667	6	83	17	0	0	667	636	39	59	2	0	659
No	168	51	30	109	65	8	5	0	0	656	169	30	64	5	0	656	13327	8	61	25	6	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 6
SAU: Falmouth School Department
School: Falmouth Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	1	1	50	1	50	0	0	0	0	661	1	50	50	0	0	661	6	5	47	32	16	642
B. less than one hour	51	28	31	60	67	1	1	0	0	657	51	31	67	2	0	656	59	9	62	24	5	647
C. one to two hours	45	25	32	46	59	7	9	0	0	656	45	32	59	9	0	656	32	11	64	21	4	648
D. more than two hours	3	2	40	3	60	0	0	0	0	658	3	40	60	0	0	658	3	10	50	26	13	644
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	41	37	51	35	49	0	0	0	0	661	41	51	49	0	0	661	31	17	66	14	3	651
B. good	44	18	23	55	71	4	5	0	0	655	45	23	71	6	0	655	48	8	64	23	5	647
C. fair	13	1	4	19	83	3	13	0	0	648	13	4	83	13	0	648	18	2	48	40	10	641
D. poor	1	0	0	1	50	1	50	0	0	639	1	0	50	50	0	639	2	1	34	47	18	638
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	41	26	37	41	58	4	6	0	0	657	41	37	58	6	0	657	38	13	65	18	3	650
B. They match some of what I have learned.	56	30	31	63	65	4	4	0	0	657	56	31	65	4	0	657	49	8	63	24	5	647
C. They match just a little of what I have learned.	2	0	0	4	100	0	0	0	0	647	3	0	80	20	0	645	10	5	48	36	11	642
D. There is no match.	0										0						3	3	35	38	24	639
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	11	4	21	12	63	3	16	0	0	651	12	20	60	20	0	650	16	7	52	30	11	644
B. about the same as my regular schoolwork	75	39	30	85	66	5	4	0	0	657	75	30	66	4	0	657	66	10	64	22	4	648
C. easier than my regular schoolwork	14	12	50	12	50	0	0	0	0	660	14	50	50	0	0	660	17	11	61	22	5	648
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	7	1	8	9	75	2	17	0	0	648	8	8	69	23	0	647	10	2	39	42	17	639
B. Most of the passages were about the same as what I normally read.	47	19	24	55	69	6	8	0	0	655	46	24	69	8	0	655	55	6	62	27	5	646
C. Most of the passages were easier than what I normally read.	47	35	44	45	56	0	0	0	0	660	46	44	56	0	0	660	35	16	67	14	3	651
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	45	28	36	44	57	5	6	0	0	657	45	36	56	8	0	657	48	10	60	24	6	647
B. I tried about the same as I do on my regular schoolwork.	53	27	29	62	67	3	3	0	0	656	53	29	67	3	0	656	49	10	63	22	5	648
C. I did not try as hard on this test as I do on my regular schoolwork.	2	1	33	2	67	0	0	0	0	661	2	33	67	0	0	661	3	3	53	29	15	642
How much time do you spend reading at home each day?																						
A. more than one hour	27	23	50	21	46	2	4	0	0	660	26	50	46	4	0	660	23	15	65	16	4	650
B. 20 minutes to an hour	67	31	27	80	69	5	4	0	0	655	67	27	69	4	0	655	49	10	64	22	4	648
C. less than 20 minutes	3	2	40	3	60	0	0	0	0	660	3	33	50	17	0	656	11	6	58	29	7	645
D. I rarely read at home.	3	0	0	5	83	1	17	0	0	648	3	0	83	17	0	648	17	2	51	36	11	642
Optional school/SAU question																						
A.	100	1	50	1	50	0	0	0	0	658	100	50	50	0	0	658						
B.	0										0											
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 6
SAU: Falmouth School Department
School: Falmouth Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 662–680)	2006-2007	79	44	79	43	2092	15
	2007-2008	50	26	50	26	1474	10
	2008-2009	64	37	64	37	1807	13
	Cum. Total*	193	35	193	35	5373	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 642–660)	2006-2007	77	43	77	42	5731	40
	2007-2008	104	55	104	54	6008	43
	2008-2009	84	48	84	48	5662	41
	Cum. Total*	265	49	265	48	17401	41
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 628–640)	2006-2007	18	10	19	10	4175	29
	2007-2008	31	16	32	17	4244	30
	2008-2009	21	12	21	12	4219	30
	Cum. Total*	70	13	72	13	12638	30
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 600–626)	2006-2007	7	4	7	4	2308	16
	2007-2008	5	3	5	3	2346	17
	2008-2009	5	3	6	3	2290	16
	Cum. Total*	17	3	18	3	6944	16

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	56	100	40.0	71.4	39.9	71.3	30.6	54.6
A. Number	18	32	13.4	74.4	13.3	73.9	10.3	57.2
B. Data	12	21	9.0	75.0	8.9	74.2	6.6	55.0
C. Geometry	14	25	8.9	63.6	8.9	63.6	7.3	52.1
D. Algebra	12	21	8.7	72.5	8.7	72.5	6.5	54.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 6
 SAU: Falmouth School Department
 School: Falmouth Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	174	64	37	84	48	21	12	5	3	656	175	37	48	12	3	656	13978	13	41	30	16	643
Ethnicity																						
African American/Black	2										2						406	4	26	36	34	633
American Indian or Native Alaskan	0										0						126	4	29	40	28	635
Asian or Pacific Islander	6	4	67	2	33	0	0	0	0	660	6	67	33	0	0	660	208	18	47	23	12	647
Hispanic	1										1						175	5	31	41	23	638
Caucasian/White	165	60	36	80	48	21	13	4	2	656	166	36	48	13	3	656	13063	13	41	30	16	643
Not Reported	0										0						0					
Identified disability																						
Yes	18	0	0	12	67	4	22	2	11	643	19	0	63	21	16	641	2248	3	18	33	46	629
No	156	64	41	72	46	17	11	3	2	658	156	41	46	11	2	658	11730	15	45	30	11	646
Current LEP																						
Yes	1										1						331	3	22	35	40	631
No	173	64	37	84	49	20	12	5	3	656	174	37	48	11	3	656	13647	13	41	30	16	643
Economically disadvantaged																						
Yes	3										3						5620	6	33	37	25	637
No	171	64	37	82	48	21	12	4	2	657	172	37	48	12	3	656	8358	18	45	26	11	647
Migrant																						
Yes	0										0						4					
No	174	64	37	84	48	21	12	5	3	656	175	37	48	12	3	656	13974	13	41	30	16	643
Gender																						
Female	89	30	34	43	48	13	15	3	3	655	89	34	48	15	3	655	6738	12	40	32	16	642
Male	85	34	40	41	48	8	9	2	2	658	86	40	48	9	3	657	7240	14	41	29	16	644
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1410	3	24	41	32	634
No	174	64	37	84	48	21	12	5	3	656	175	37	48	12	3	656	12568	14	42	29	15	644
Gifted/talented program																						
Yes	6	5	83	1	17	0	0	0	0	673	6	83	17	0	0	673	637	65	32	3	0	665
No	168	59	35	83	49	21	13	5	3	656	169	35	49	12	4	655	13341	10	41	31	17	642

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NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 6
SAU: Falmouth School Department
School: Falmouth Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights?																						
A. none	1	1	50	1	50	0	0	0	0	658	1	50	50	0	0	658	6	7	32	28	32	636
B. less than one hour	51	28	31	46	52	14	16	1	1	656	51	31	51	16	2	655	59	13	41	30	16	643
C. one to two hours	45	31	40	36	46	7	9	4	5	656	45	40	46	9	5	656	32	14	41	31	14	644
D. more than two hours	3	4	80	1	20	0	0	0	0	666	3	80	20	0	0	666	3	11	31	33	26	639
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	37	30	46	32	49	3	5	0	0	661	37	46	49	5	0	661	30	27	45	18	9	651
B. good	51	32	36	42	48	10	11	4	5	655	51	36	47	11	6	655	46	9	45	31	15	643
C. fair	11	2	10	10	50	7	35	1	5	646	11	10	50	35	5	646	20	2	29	43	26	635
D. poor	1	0	0	0	0	1	100	0	0	638	1	0	0	100	0	638	4	1	15	46	38	630
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	30	20	38	26	49	5	9	2	4	657	30	38	49	9	4	657	35	18	42	27	13	646
B. They match some of what I have learned.	62	41	38	49	45	16	15	2	2	656	62	38	45	15	2	656	50	11	43	31	15	643
C. They match just a little of what I have learned.	7	3	25	9	75	0	0	0	0	659	7	23	69	0	8	655	13	8	31	36	26	638
D. There is no match.	1	0	0	0	0	0	0	1	100	624	1	0	0	0	100	624	3	5	16	27	51	628
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	24	11	26	21	50	7	17	3	7	651	25	26	49	16	9	651	32	7	40	34	20	640
B. about the same as my regular schoolwork	57	32	33	51	52	14	14	1	1	655	57	33	52	14	1	655	56	13	42	30	15	644
C. easier than my regular schoolwork	19	21	66	10	31	0	0	1	3	665	18	66	31	0	3	665	12	31	36	20	13	650
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	46	24	30	44	56	8	10	3	4	655	46	30	55	10	5	655	51	11	41	31	16	643
B. I tried about the same as I do on my regular schoolwork.	53	39	43	37	41	13	14	2	2	657	52	43	41	14	2	657	45	15	41	29	16	644
C. I did not try as hard on this test as I do on my regular schoolwork.	2	1	33	2	67	0	0	0	0	655	2	33	67	0	0	655	4	12	28	32	28	638
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	1	0	0	2	100	0	0	0	0	649	1	0	100	0	0	649	6	8	29	29	34	635
B. 30–45 minutes	17	8	28	15	52	5	17	1	3	652	17	27	50	17	7	650	33	10	37	34	19	641
C. 45–60 minutes	71	50	41	54	44	16	13	3	2	657	70	41	44	13	2	657	45	15	44	29	12	645
D. more than 60 minutes	11	6	30	13	65	0	0	1	5	657	11	30	65	0	5	657	16	15	41	28	16	644
How often do you use calculators in mathematics class?																						
A. almost every day	5	3	33	4	44	1	11	1	11	653	5	33	44	11	11	653	9	14	35	29	22	641
B. two or three days a week	34	26	44	23	39	10	17	0	0	658	34	44	39	17	0	658	26	15	40	30	16	644
C. two or three times each month	46	31	39	38	48	7	9	4	5	656	46	39	48	9	5	656	31	13	43	30	14	644
D. never or almost never	15	4	15	19	73	3	12	0	0	654	15	15	70	11	4	652	34	11	40	31	18	642
How often do you use hands-on materials in mathematics class?																						
A. almost every day	10	1	6	10	59	5	29	1	6	647	10	6	59	29	6	647	17	8	35	33	24	639
B. two or three days a week	32	20	36	27	49	6	11	2	4	656	32	36	49	11	4	656	28	13	42	30	15	643
C. two or three times each month	39	26	39	32	48	9	13	0	0	658	39	39	48	13	0	658	31	15	43	30	13	645
D. never or almost never	19	16	48	14	42	1	3	2	6	658	20	47	41	3	9	657	23	14	39	30	17	643
Optional school/SAU question																						
A.	100	0	0	1	50	0	0	1	50	632	100	0	50	0	50	632						
B.	0										0											
C.	0										0											
D.	0										0											

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